



ISNLP on AI for Education - Exploratory action 2019 : Exploratory experiments combining Information Systems and Natural Language Processing

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ISNLP on AI for Education

Exploratory action 2019

Exploratory experiments combining
Information Systems and
Natural Language Processing

Teams

SemLIS – IRISA (resp.)

TALN - LS2N (resp.)

Druid – IRISA

Hycomes - IRISA

LogicA – IRISA

with: Arènes – Rennes 1

ISTIC – Rennes 1

LIG – Grenoble

LOUSTIC – Rennes 2

Objectives

We proposed experiments to enrich texts (in various formats) that serve as pedagogical support.

This comes in two major ways:

- extraction of major parts from full text, automatic or interactive.
- completion of lacunar texts (eg. slides or program comments)

To help learners through enriched pedagogical documents / texts in comp. sc., languages ... Information NLP

Major terms are to be connected with referring or enlarged information (terminology, definition, formula, symbols, etc.).

The targeted complexity may go from a simple glossary to a rich semantic network and may include interactive technology.

Learning context: between courses, before exams,... self-learning
Texts/concepts: enrichments, avoid confusions, ... self-correction via semantics + new exercises, precise terminology, explanations

These features are not topic-specific (science, LV1, ...)

Informal to Informal

Workflow on Terminology SemLIS
The new workflow goes from texts or pdf to a selected terminology. It has been tested on a course at L2 level and can be run on a terminal or as a web interface. It can deal with multiword expressions (such as "diagramme de Venn") and symbols (such as set operations) in a pdf file.

This work prepares the links to definitions and concepts for relevant terms/symbols.

Enriching a lacunar text with external links from Wikipedia TALN
We aimed at identifying the concepts related to computer science, using Wikipedia data (in French). Categories and portals are useful sources but do not lead easily to a clean list. The new tool identifies the words of a text that correspond to the domain (computer science) and proposes to add URL links to Wikipedia pages. It is currently semi-automatic.

Wikipedia ex. éléments de E sont toujours comparables, c'est-à-dire que
On dit alors que \leq est une relation d'ordre total, et que l'ensemble E est totalement ordonné par cette relation. Une relation d'ordre sur E est dite partielle si elle n'est pas totale, et E est alors partiellement ordonné. Il est à noter qu'en anglais, on désigne par *ordre partiel* un ordre quelconque, qui peut donc

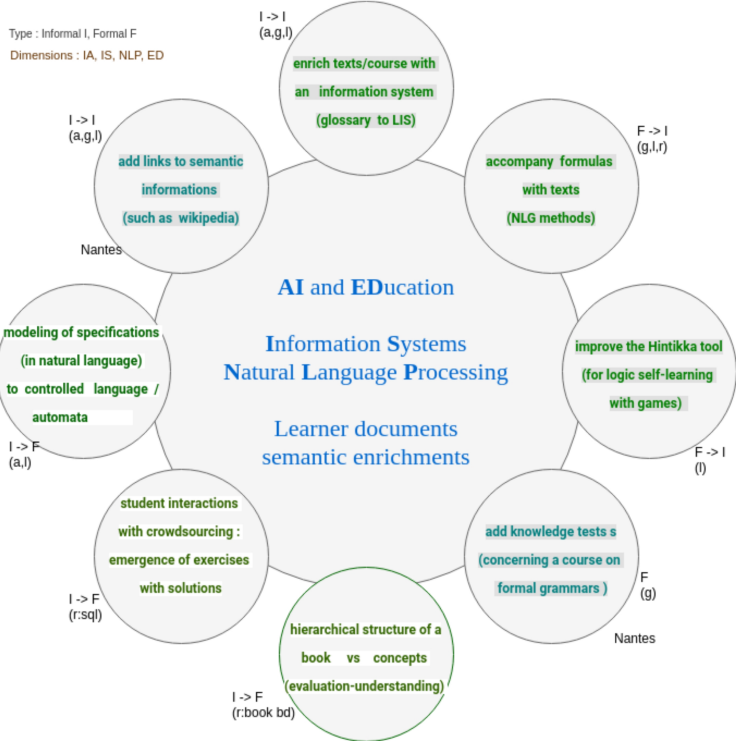
Informal to Formal

Evolution of concepts via term co-occurrence graphs DRUID
We worked on enriching learning resources to analyze and to understand the evolution of involved concepts: in particular, in scientific articles, from a large corpus of scientific publication (arXiv) [workshop LEG'2019]. This work is based on the analysis of the term co-occurrence graphs, where we applied spectral techniques.

In a similar way, we could extract terms from two widely used textbooks (Deep learning and Android programming) in PDF format.

Annotated Corpus for Modelling SemLIS
With the aim of assisting the engineer to design a system, the evaluation and validation of a processing chain around system design remains a challenge. We thus defined study cases and started an annotated corpora to prepare a semantic extraction from specifications.

Experiments overview



Case study : courses on automata (a), grammars (g), logics (l), query languages (r) → level : L1-L2-L3
Developpement : in python [py], java [ja], angular js [js], php [ph], ... → integration, shell linux version, web version
proof-of-concepts on gitlab, vm, ...

Formal to Informal via NLG, games, exercises

Proof of concept involving Natural Language Generation (NLG) SemLIS
The new prototype goes from formulas to texts in both languages french and english. The internship was asked to use SimpleNLG. He developed the prototype for two test cases (taught at L2 and I3 level): a fragment of logic and a fragment of XPATH.

Crowdsourcing of a tutorial document by students, from students DRUID
Using the HEADWORK platform, our internship developed a step-by-step form where participants can suggest new questions for the tutorial, and propose a correction. By majority voting, they collegially decide which question is interesting and which is the best correction. In case of tie in majority voting, a call to an oracle teacher is performed. The final tutorial document is automatically generated with its correction.

Limited time responses, fancy, interactive HTML web pages were also obtained. Every step is performed using automata driven by queries on a database.

Hintikka ex. Click on an agent to see its mental states.

Improving a tool for learning modal logic LogicA
Hintikka's World can be used for learning modal (dynamic epistemic) logic with examples. Epistemic Situations are described by Kripke models. For card games the number of possible worlds is gigantic. This is why symbolic models based on BDDs are used. Our internship has proposed a new software architecture, for better GUI performances. He used the asynchronous programming paradigm.

Learning formal grammars and the writing of syntax analyser TALN
The created educational software proposes to study formal grammars and the writing of syntax analyser by hand. From a given formal grammar (generated randomly), the learner must answer several questions that lead to a final program (written in C) that can analyse this grammar.

The questionnaire shows a demand for more training exercises.

Learners

The experiments considered students in computer science, in particular: their learning of formal topics and of query languages.

Pitfalls examples: definitions-conventions and variability
partial vs (not) total (for a function, for an order)
N including 0 or not
antisymetric vs (not) symetric (for a relation, for a matrix)
C w.r.t. (not) =
...
+ ill Formal-Informal renderings: $\forall x(. \wedge .)$ instead of $\forall x(. \implies .)$

For Course Companions in computer science

Questionary analysis by LOUSTIC

Récapitulatif des recommandations	
Habitudes des utilisateurs	Se baser sur la lecture et prioriser les ressources dispensées en cours et mises en ligne par les enseignants
	Ne pas contraindre l'outil au travail de groupe
	Anticiper les périodes d'exams (utilisation plus importante)
	Cible à privilégier : étudiants en Licence, travailleurs et en difficultés
Difficultés des utilisateurs	Soulager la charge de travail / Ne pas ajouter de charge de travail
	Pallier le manque de motivation (gamification, contenu ludique, ...)
	Concrétiser les cours (exemples, exercices, ...)
	Aider la compréhension (supports des cours, objectifs clairs, ...)
Attentes des utilisateurs	Faciliter l'interaction profs-élèves (espace de discussion / forum / FAQ)
	Synthèse des points importants, définitions & formules
	Proposer des exercices, annales & exemples (et leurs corrigés)
	Regrouper l'ensemble des ressources des cours et un maximum de ressources externes
Remarques des utilisateurs	Proposer un suivi (évaluation de l'apprentissage) avec système de progression (gamification), tout en restant ludique
	Espace de discussion profs-élèves et/ou élève-élève
	Faciliter l'organisation temporelle (indicateur temps passé, planning)
	L'utilité, l'accessibilité, la praticité, l'efficacité et la facilité d'utilisation doivent primer sur la stimulation, la créativité et l'esthétisme
Accessible via ordinateur et smartphone (en ligne avec hors ligne possible)	
Remarques des utilisateurs	Compatibilité avec les supports de cours (slide)
	Outil activable / désactivable
	Favoriser l'apprentissage actif (exercices/tests)
	Accessibilité, flexibilité et adaptabilité
Remarques des utilisateurs	Proposer des exercices (et leur corrigé) et des quiz offrant un suivi dans l'apprentissage
	Outil ergonomique et esthétique
	Possibilité d'évaluer l'outil (amélioration continue)

Tableau 21 : Récapitulatif des recommandations

Partie D: Vos difficultés 2/2

D1. Parfois, pendant l'apprentissage, les étudiants rencontrent des difficultés. Pour chacun des points suivants, veuillez indiquer à quel degré vous éprouvez des difficultés lorsque vous apprenez.

	Aucune difficulté	Peu de difficultés	Neutre	Beaucoup de difficultés	Extrême de difficultés
L'apprentissage en général	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La compréhension en général	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La compréhension des énoncés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La compréhension des cours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La compréhension des supports de cours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Les définitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La mémorisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La langue française	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La langue anglaise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La prise de notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L'extraction de la structure d'un texte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Les confusions sur les concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Les confusions sur les symboles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Les confusions sur les formules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Les confusions sur les mots-clés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>